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ABSTRACT

This handbook is designed to assist interested individuals in identifying and developing support services for special populations students. It defines students from special populations and lists their characteristics. The major part of the handbook is devoted to providing a brief description of each of the following support services: vocational resource educator, vocational preparation teacher, vocational counselor for special populations basic skills instructor, supplemental professional staff, vocational evaluator, vocational teacher aides, tutors, interpreters for the deaf, and readers and note takers. Each description details the major activity groups into which responsibilities for each support service fall and lists sources for the information. A description is also provided of advisory committees, their suggested specific functions, groups or areas the members might represent, and criteria for selection of members. Sources for this information are listed. (YLB)

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For Special Populations Students

In Vocational Education

A Handbook

CE 073 546

Instructional Materials Laboratory
University of Missouri-Columbia

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Support Services for Special Populations Students in Vocational Education: A Handbook

July 1996

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Table of Contents

Purpose of Handbook **1**

Definition of Students from Special Populations **2-3**

Characteristics of Students from Special Populations **3**

Resource Personnel **5-18**

Vocational Resource Educator 5-6
Vocational Preparation Teacher 7-8
Vocational Counselor for Special Populations 9-10
Basic Skills Instructor 11-12
Supplemental Professional Staff 13-14
Vocational Evaluator 15-16
Vocational Teacher Aides 17
Tutors 17
Interpreters for the Deaf 17
Readers and Note Takers 17

Advisory Committees **19-20**

Special Populations Advisory Committee 19-20

Purpose of Handbook

Students who participate in vocational education classes and other activities are representative of a local district's entire student body. Some of the students will need accelerated instruction, some will proceed at an expected pace, and others will require extra assistance to enter and successfully complete a vocational training course or program.

Individuals in need of support services are considered special populations and are the intended recipients of all the services described in this handbook. The support services identified are not intended to be all inclusive of the ways to assist students who wish to benefit from vocational education. They represent programs that have proven to be effective over a number of years and can be implemented by local education agencies (LEAs).

The Vocational Special Needs Section, Division of Vocational and Adult Education, Department of Elementary and Secondary Education provides assistance to local education agencies in developing support services. In turn, local education agencies provide assistance to special populations students in the following areas:

- ***Assessment*** of the students' interests, aptitudes, and abilities to determine special needs and assist in appropriate selection of a vocational training program;
- ***Resource personnel*** such as Vocational Evaluators (VE), Vocational Resource Educators (VREs), and counselors;
- ***Teachers***, including Basic Skills Instructors, and Supplemental and Vocational Preparation Teachers;
- ***Aides*** to assist students and teachers in the classroom or laboratory;
- ***Equipment, classroom, and curriculum modification***;
- ***Transition services*** such as job placement and help with enrollment into postsecondary educational programs.

Information should be provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning the opportunities available in vocational education, the eligibility requirements for enrollment, the availability of specific courses/programs, the support services provided, and employment opportunities.

The *Support Services for Special Populations Students in Vocational Education: A Handbook* has been designed to assist interested individuals in identifying and developing support services for students. The Handbook will provide a brief description of each of the services. Contact DESE's Vocational Special Needs Section for more information when establishing services for students from special populations.

Definition of Students from Special Populations

Under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392), ***special populations*** include:

- Individuals with disabilities;
- Educationally and economically disadvantaged individuals (including foster children);
- Individuals of limited English proficiency;
- Individuals who participate in programs to eliminate gender bias; and
- Individuals in correctional institutions.

The ***individual with disabilities*** means (1) any individual who has a physical or mental impairment that substantially limits one or more of the major life activities of that individual, has a record of such an impairment, or is regarded as having such an impairment; (2) any individual who has been evaluated under the Individuals with Disabilities Education Act (IDEA), PL 101-476 and determined to have a disability, and who is in need of special education and related services; or (3) any individual who is considered disabled under Section 504 of the Rehabilitation Act of 1973.

The term ***disadvantaged*** means individuals (***other than those with disabilities***) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. The term includes members of economically disadvantaged families, migrants, individuals of limited English proficiency, and dropouts (or those identified as potential dropouts) from secondary school.

Educationally disadvantaged means an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies. This definition **does not** include individuals with learning disabilities.

Economically disadvantaged family or individual includes families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce. Other indicators include eligibility for any of the following: Aid to Families with Dependent Children (AFDC); Food Stamps; Chapter 1, Elementary and Secondary Education Act (ESEA); free or reduced lunch, National School Lunch Act; Pell Grant; or Title II, Job Training Partnership Act (JTPA).

Foster children are children who receive, share, or are afforded parental care and nurturing from an adult who is not a legal or blood relative.

Migrant means an individual, or the child of such an individual, who has moved within the past 12 months (or has had a pattern of moving within the past five years) for the purpose of obtaining temporary or seasonal employment in an agricultural or fishing activity.

Limited English Proficiency (LEP) individuals are individuals who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; or who are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their English language

proficiency and who, by reasons thereof, have sufficient difficulty speaking, reading, writing, or understanding English that they may be denied the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Criminal offender means any individual who is charged with, or convicted of, any criminal offense, including a youth offender or a juvenile offender.

Nontraditional individuals are persons entering a vocational training program or occupation nontraditional to their gender. An enrollment of 80 percent of one gender is considered traditional.

Characteristics of Students from Special Populations

The following list contains some characteristics of special populations students as determined by research studies:

- Individuals who are disabled;
- Individuals who are identified as potential dropouts;
- Individuals whose parent or appropriate-aged sibling has not received a high school diploma;
- Individuals age 16-21 who have dropped out of school;
- Individuals who are unlikely to complete a course of study, which results in an insufficient number of credits to meet school graduation requirements;
- Individuals who have scored below the 25th percentile on a standardized achievement or aptitude test;
- Individuals whose school grades are below a 2.00 on a 4.00 scale;
- Individuals who have failed one or more grades;
- Individuals who have an absentee rate of 10 or more days per year of 5 or more days in the preceding semester;
- Individuals who have a reading and/or math grade equivalency at least one year below current grade placement;
- Individuals who require more time to achieve than the traditional classroom allows;
- Individuals who qualify as economically disadvantaged; and
- Individuals who qualify as being limited English proficient.

Resource Personnel

VOCATIONAL RESOURCE EDUCATOR

Description

The Vocational Resource Educator (VRE) is a non-teaching position. The vocational resource educator is responsible for helping students with disabilities make a smooth transition into vocational programs, as well as help vocational instructors plan and implement appropriate educational programs. The VRE's responsibilities are:

- assist students with disabilities in appropriate vocational education program placement;
- provide students with disabilities with appropriate vocational opportunities and reasonable vocational education objectives;
- provide vocational teachers with resource assistance, such as obtaining resource materials, and advising and assisting in equipment and curriculum modifications;
- act as a liaison with other school and agency personnel; and
- assist in the placement of students with disabilities into gainful employment after training.

These responsibilities fall into six major activity groups, which are detailed below.

Develop a communication network between community members, school administrators, teachers, parents, and students. The VRE works with all of these factions to ensure that students' needs are meet. Specifically, the VRE works with community organizations to facilitate students' transition from school to work; to obtain support from the administration for special programs; to inform administration of program growth and changes; and to inform teachers, parents, and students of the services available to them. The VRE is responsible for disseminating and receiving information to and from all of these groups to coordinate their services and help them realize the potential of special programs.

Assist in assessment and appropriate program placement. The VRE becomes a part of a multi-disciplinary team that assesses a student's abilities; attitudes; interests; academic, vocational, and independent living skills. As a team member, the VREs ensures that the assessment leads to appropriate program placement decisions. The VRE then serves as the vocational school representative on the IEP team, which makes program placement decisions. The VRE should provide insight on the prerequisite skills needed for vocational placement, the exit skills needed, and information on available support services.

Facilitate the mainstreaming process of students with disabilities in vocational programs. Once the IEP has been established for the student, the VRE ensures that it is implemented. The VRE provides assistance in developing instructional plans and modifying vocational coursework; identifies available resources and contacts; coordinates and/or develops support services, i.e., audio-visual, large print, and low reading level materials as well as adaptive equipment; and serves as a liaison between academic, special education, and vocational personnel. The VRE also develops a monitoring process for the vocational components of the IEP and works with the appropriate personnel to make any needed adjustments.

Serve as a resource for vocational instructors. The VRE works with classroom vocational instructors to modify curriculum, equipment and/or facilities, instructional techniques, or the classroom attitudinal environment. In particular, the VRE must evaluate the laboratory setting to ensure the safety of the students with disabilities. The VRE may also assist the teacher evaluate the student's progress in the vocational environment and determine if an alternate grading system is needed.

Provide job placement and follow-up. Placing students with disabilities into employment requires that the VRE knows job requirements and educates employers about hiring these students so that stereotyping does not occur. The VRE assists placement personnel in the student's transition from school to work by assessing the student on the job-site and at home to ensure job retention. In addition, the VRE should work with students to help them determine long-range career goals. The VRE should help the students identify their strengths and weaknesses as well as job requirements.

Provide inservice for staff. The VRE should conduct formal and informal inservice activities that focus on mainstreaming efforts. Activities should focus on sensitizing staff to the needs of students with disabilities. Before conducting inservice workshops, the VRE should administer a survey to determine the needs of the school's personnel and then establish appropriate topics for the workshop. Inservice workshops should increase the awareness of vocational instructors in working with students with disabilities, developing appropriate vocational preparation activities, identifying available resources, and developing transition goals.

Although VREs do not have direct teaching responsibilities, they do have regular contact with the students. The VRE is a person to whom students with disabilities can turn when they are experiencing difficulty. If a teacher perceives that a student has a problem or need that should be handled outside the classroom, the VRE works to find the most appropriate solution or resource to solve the problem. The VRE's responsibility is to assure that the student's vocational education needs are being met.

The VRE has direct responsibility to other staff members to provide services and/or resources that help them as they work directly with students with disabilities. Because the VRE is a facilitator, the specific responsibilities and duties are identified according to the needs of each school.

The role of the VRE requires that he/she serve as an advocate of students with disabilities in each of their environments–school, home, and community. VREs have a primary responsibility to assure students and teachers that they have appropriate resources available so that their mutual success is facilitated. They serve as facilitators for decision-making by teachers, students, parents, and the community.

Source

Vocational Resource Educator Handbook. Missouri Department of Elementary and Secondary Education.

Missouri lincfact. "Support Personnel for Students with Special Needs." University of Missouri-Columbia.

Missouri Vocational Administrative Planning Guide. Department of Elementary and Secondary Education.

VOCATIONAL PREPARATION TEACHER

Description

This position is a teaching position. The vocational preparation teacher's responsibility is to instruct students in the prevocational skills essential for successfully completing a vocational education program. The major objective of the vocational preparation teacher is to adequately prepare students from special populations for vocational education skill training programs

Responsibilities of the vocational preparation teacher (VPT) fall into four major activity groups. These activity groups are detailed below.

Conduct ongoing informal vocational assessment to identify vocational skill deficiencies. The VPT is a member of a multi-disciplinary team that gathers informal assessment information. This assessment can take place over a year in a classroom setting and focuses on determining the most appropriate vocational education/occupational areas for each student. For this determination, the team assesses basic skills, sensory and motor skills, learning preferences, vocational skills and aptitudes; career awareness, maturity, and interests. This assessment helps determine the students' abilities, level of career maturity, employability skills, and special needs.

Instruct students in appropriate employability skills, specific work skills, aptitudes, and/or related academic skills. The VPT helps students acquire employment-oriented skills such as following directions, interpersonal relations, responsibility, filling out job forms, communication, and daily living skills, which include grooming and health. In addition to teaching job-related skills, the VPT helps students learn about finances and the role of a responsible consumer. The VPT employs a variety of activities and techniques to motivate students to learn practical skills.

Identify vocational interests through career exploration activities and procedures. A VPT provides students with several methods of career exploration. Some of these methods include guest speakers, role modeling, field trips, career days, and job shadowing. The VPT provides students with accurate and current information about local resources, such as the public library and Chamber of Commerce, and national resources, such as the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, and the *Guide for Occupational Exploration*. The VPT is responsible for introducing students from special populations to a wide variety of vocations and allowing students to learn about the different aspects of various careers, which increases the likelihood that the students will choose a career that meets their interests and needs.

Prepare students to enter regular vocational training programs and/or alternative education or employment options. Preparing students from special populations for vocational skills training is the primary goal of the VPT. Vocational preparation courses should integrate academic and vocational subjects to ensure that when students graduate from a vocational education program they have the skills necessary for employment. The VPT often conducts task analyses to determine what tasks the students will be performing in a vocational program, then breaks these tasks down into components in order to create program-related activities for students. The VPT develops a baseline of a student's ability and determines the student's learning style in order to implement the appropriate instructional program for the student. The VPT also determines if a student requires

equipment or worksite modifications to perform a job. The VPT monitors student progress and performance in order to provide the student with organized instruction, constructive feedback, and reinforcement. If an area vocational technical school does not have a basic skills instructor, the VPT can provide students with remediation instruction.

Vocational preparation activities are targeted toward special populations students who have potential for vocational training but need additional instruction in access skills. The amount of time a student spends in vocational preparation classes is flexible, and an individualized program can be set up utilizing assessment results. The intent is to groom or prepare students to be successful in regular vocational classes. The VPT needs to be fully aware of his/her students' abilities in order to place them in a conducive environment. The VPT should act as a liaison when the student transfers to a vocational training program.

Vocational preparation teachers may recruit for vocational programs, monitor vocational education instruction to ensure its consistency with IEPs and IVEPs, and help ensure the success of students from special populations who enter vocational programs, including Tech Prep programs. The VPT may discuss job-related accommodation needs with prospective employers and begin to lay the foundations for students to learn all aspects of the industry in fields taught in Vocational Preparation classes.

While the main responsibility of the VPT is to help students from special populations acquire the entry-level skills necessary for entering and succeeding in a vocational education program, it is important to note that the role of the vocational preparation teacher may vary from school to school–even within a district. This role is dependent upon funding sources and the needs of the particular school district at that time.

Source

Vocational Preparation Teacher. Missouri LINC.

Missouri Vocational Administrative Planning Guide. Department of Elementary and Secondary Education.

VOCATIONAL COUNSELOR FOR SPECIAL POPULATIONS

Description

Vocational counselors for special populations fulfill their role by providing guidance, counseling, career development, and placement services and activities. Their activities are designed to appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training.

The activities of a vocational counselor are listed below.

Provide counseling and student advocacy services. The vocational counselor for special populations provides guidance and counseling services that are necessary to enhance the abilities of students from special populations to succeed in vocational programs. Counseling services include individual and group counseling regarding personal, social, educational, and career issues. The vocational counselor for special populations may share counseling skills and techniques with parents of students from special populations to teach them how to facilitate communication with their children. Student advocacy is also an important role of the counselor for special populations, in order to ensure that the rights of every student from a special population are recognized and respected. The vocational counselor serving special populations must work with the comprehensive secondary school counselor and the vocational school counselor to ensure that a consistent and effective guidance and counseling program has been implemented for each student.

Facilitate program development and program enhancement. The vocational counselor for special populations will be called upon to assist in students from special populations programs and program enhancements. In this role, the counselor may be asked to evaluate programs, investigate sources of funds for new program options, conduct follow-up studies, provide inservice and training of staff, and plan community-based vocational training programs. Vocational counselors for special populations should update and upgrade programs and services on a timely basis. As a part of the team of vocational educators responsible for program enhancement, the vocational counselor for special populations might coordinate with the Vocational Placement Specialist to assess community options. In some schools the counselor for special populations may play a major role in the vocational program evaluation follow-up studies.

Conduct ongoing informal vocational assessment. The vocational counselor for special populations should be involved in the input process for vocational assessment, which is the process of gathering information regarding a student's abilities, aptitudes, and interests related to vocational potential. When determining program placement, the counselor might also assess the student's learning styles, study skills and habits, and strengths and weaknesses. Assessment should assist the counselor, educators, and parents in preparing the education program for students with special learning needs. Vocational evaluation is a continuous process that should begin in the elementary grades and continue throughout a student's education. Assessment results should be used to plan instruction, develop and implement IVEP goals and objectives, determine any remedial needs, and initiate a total career development program.

Provide career development and transition services. The vocational counselor for special populations provides services in the areas of career development and transition to help students integrate into today's work force and society. The counselor should develop individualized, comprehensive transition plans that meet the career development, vocational education, and employment needs of vocational education students and potential students. The guidance and

counseling program should consist of instructional activities and other services at all education levels to help students learn how to use community services, manage their money, travel to and from work independently, and interact socially with other individuals. The vocational counselor for special populations can help prepare the student for placement on a job by preparing the student in pre-employment tasks such as resume writing, interview techniques, and completing job applications. It is also helpful for the student to receive assistance in appropriate job behaviors, social skills, and behavior management techniques and responses. The vocational counselor for special populations usually serves as a liaison with parents, other educators, employers, and agencies to ensure that the transition from school to work or educational opportunities is successful. The counselor may need to evaluate students on the job to determine what social skills need to be taught at school and then transferred to the job site.

The services and activities identified for a vocational counselor may also include vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; and outreach, placement, and follow-up.

It is important to note that the role of the vocational counselor for special populations may vary from school to school, even within a district. The roles and responsibilities of the vocational counselor for special populations differ according to the school district where the counselor is employed, the funding sources on which the counselor's salary is based, and the needs of the particular school district at that time. Generally, counselors of special populations are funded to work with students who are disadvantaged, though some may receive funding to provide services for "special needs," which could include both students with disadvantages and students with disabilities. Because of the unique and broad abilities, aptitudes, and aspirations of students from special populations, appropriate academic placements vary from student to student. While vocational education may be the appropriate program placement for students, it is very important to avoid stereotyping all students from special populations. Only through evaluation and assessment can decisions be made on the appropriate academic or vocational program placement.

Postsecondary Counselor for Special Populations

The postsecondary counselor for special populations performs a variety of duties such as individual counseling, writing IVEPs, advocacy work throughout the institution for students, and meeting with families of students. The goal of postsecondary counselors for special populations is also to aid students select realistic career choices, enter a vocational-technical area, and shift from school to a related job. These three general goals encompass many different activities, but each activity should be individualized to meet the needs of the student.

Source

Vocational Counselor for Special Populations Manual. Missouri LINC.

BASIC SKILLS INSTRUCTOR

Description

Basic skills instructors (BSI) fulfill their role by providing individual or small group instruction in mathematics, reading, and/or writing skills–skills essential for students to successfully complete a vocational education program. The major objective of the basic skills instructor is to enable special populations students to adequately meet the academic requirements of their chosen vocational education program.

The basic skills instructor performs tasks in the following areas:

Address the specific deficiencies that have been identified through the assessment process. The BSI should make sure that students have received a vocational evaluation and make sure the student is in the appropriate vocational class. Each student's basic skills instruction must address the specific deficiencies that have been identified through the assessment process. The assessment findings should be provided to the BSI when the student enrolls in a vocational program.

Maintain an evaluation program for each special populations students. Basic skills instructors should determine program goals and objectives at the beginning of the school year, then determine the types of activities that will be evaluated and how they will be evaluated. Program evaluation should be both formative (ongoing) and cumulative by examining the student's grades and monitoring student progress. The grading system used by instructors should be tied closely to the evaluation methods used to measure student progress. If the grading procedures for a student from special populations are different from the other students' procedures, the grading system used should be written into the IVEP or IEP.

Provide students with teaching, tutoring, and testing. Basic skills instructors should provide appropriate interventions in reading, writing, and/or math skills that relate to the vocational curriculum. It may also be necessary for the BSI to teach study skills, test-taking skills, and organizational skills.

Coordinate instruction with vocational educational teachers and regular classroom teachers. The BSI coordinates instruction with both the vocational and regular classroom teachers in order to modify instruction to meet the needs of each student and to develop alternative grading methods for special populations students. The BSI should assist instructors in rewriting tests, defining teaching objectives, putting together study guides, highlighting handouts or other reading material, and gathering lesson materials. The BSI may also practice safety skills with the students in a one-to-one situation. The BSI often meets with teachers to check on student progress and coordinate the following week's lesson plan.

Select appropriate materials and resources to provide services to special populations students. The BSI works with educational, community, and state agencies in order to provide a number of methods to use when teaching students with various learning styles. The BSI should help special populations students use computers, calculators, typewriters, rulers, gauges, squares, and other tools or equipment used in vocational classes.

Write special populations students' IEPs and IVEPs. The BSI should participate in the planning and implementation of the IEP and IVEP goals and objectives. Specifically, the BSI should provide

information regarding the student's present level of academic performance, assist in establishing and implementing realistic goals and objectives, and evaluating the student's ability to meet these established goals and objectives.

Participate in parent and advisory committee meetings. The BSI may speak directly with parents regarding the student's progress. The basic skills instructor may want to send home a list of objectives for parents to discuss with their daughter/son to reinforce the learning of those basic skills.

If similar basic skills deficiencies can be identified for multiple students, group instruction may be provided, so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational program in which the student is enrolled. By no means should this statement imply that a continuing class of basic skills instruction should be provided to a group of students. The purpose of basic skills instruction is to ensure that special populations students receive all the assistance necessary to be successful in their vocational class. Instruction should be provided with a maximum of flexibility of scheduling.

It is important to note that the role of the basic skills instructor may vary from school to school–even within a district. The BSI's role is dependent upon funding sources and the needs of the particular school district at the time.

Postsecondary Basic Skills Instructor

The postsecondary basic skills instructor also provides instruction to individuals or small groups in areas or mathematics, reading, or writing skills essential for students to successfully complete a vocational education program. Students at the postsecondary level are enrolled because they have chosen to continue their education. They may or may not want to accept assistance from the BSI. In any case, before assistance begins, qualified students must be identified.

Source

Basic Skills Instructor Manual. Instructional Materials Laboratory.

Missouri Vocational Administrative Planning Guide. Department of Elementary and Secondary Education.

SUPPLEMENTAL PROFESSIONAL STAFF

Description

The supplemental teacher's role enables special populations students to remain in the regular classroom or lab with other students. The supplemental teacher assists vocational teachers in instruction related to the occupation for which the students are training. The assistance of supplemental teachers may be especially needed in programs that contain early entry students from special populations.

The supplemental teacher's activities assist students in the following areas:

Serve on the IEP development team when students with disabilities plan to enroll in a vocational program. The supplemental teacher may work with representatives of vocational education, special education, and state vocational rehabilitation agencies to coordinate vocational education planning. The supplemental teacher can be very helpful in the development of transition-to-the-workforce plans. The supplemental teacher may also need to serve on the IEP team in cases where a VRE is not employed in the district, where the VRE is not available, or where more detailed information is needed for the IEP.

Work with the VRE and the counselor and/or assigned teacher to make minor modifications in the shop or laboratory. Once the VRE or counselor has notified the regular teachers that a student from a special population will be enrolling in their classes and has specified the kinds of assistance and modifications the student needs, the supplementary teacher will be expected to work with staff persons to make the necessary modifications and preparations. Such modifications include those which can be made in a matter of a few hours or days; for example, rearranging the classroom, shop, or lab so that the passageways can be maneuvered by a wheelchair user; or raising or lowering table so a wheelchair user can access the table top. Any major modifications should be considered long-term projects and consequently become a part of the institution's anticipated goals and objectives.

Work with students one-to-one or in small groups. The supplemental teacher works in the vocational classroom, shop, or lab with members of special populations on an individual or small group basis. While another teacher is in charge of the "total class," which includes students who are members of special populations, the supplemental teacher is responsible for zeroing in on problems that individual students from special populations may be experiencing.

Provide instructional assistance to students from special populations who are experiencing difficulty and make every effort to get students back on track and up with the class. Students from special populations who possess the potential to succeed in a vocational training program without assistance at a rate commensurate with the regular class or group should be encouraged to do so. When the student is presented vocational concepts, the supplemental teacher should observe the level of mastery. If the student fails to grasp any of the concepts, the supplemental teacher is responsible for helping the student achieve mastery. As soon as possible, the student should rejoin the regular class.

Develop alternative learning strategies for motivating students from special populations. The supplemental teacher should develop alternative learning styles for students from special populations in order to stimulate motivation. Lessons or concepts should be planned so that students receive the needed remediation or preparation at the time when the total class is covering concepts not included in the IEP or IVEP for students from special populations.

Help the regular instructor accomplish successful integration of academic and vocational education. The supplemental instructor should work with the regular teacher to make sure that all vocational graduates have developed problem-solving skills, as well as basic and advanced academic skills. These skills may include the areas of mathematics, reading, writing, science, and social studies. The supplemental teacher should help prepare students from special populations for entrance into industry by addressing issues such as planning, management, finance, technology, health, and safety.

Assist the assigned teacher with the modification of curriculum to fit the special populations student's needs. The supplemental teacher should identify concepts or competencies that the student cannot master at the same rate as the rest of the class. Then, efforts should be made to devote time to the modification of curriculum to fit the student's needs. The supplemental teacher includes the regular teacher in setting the framework for modifications and keeps the teacher informed about modifications implemented.

Seek information detailing student strengths, weaknesses, interests, and needs. The supplemental instructor needs to have early access to students' assessment data in order to evaluate each student's potential for success. Earlier identification of the student's level of functioning, interests, and needs greatly increases the student's probability for success. The supplemental instructor should build on each of the student's strengths.

Keep daily records. The supplemental teacher should select the recordkeeping forms that meet his/her needs and the needs of the students.

Develop learning packets that instruct or provide remediation. The supplemental teacher can help students grasp difficult concepts by preparing learning activities that give the student the extra practice and remediation needed to master these concepts.

Encourage independence by teaching resourcefulness to students. The supplemental teacher should guide students toward resourcefulness by showing students how to gain insight into a teacher's style of teaching, teach students how to transfer related information or techniques from one learning setting or subject to another, and make students aware of the types of services provided to them.

Work with support staff to determine the needs of each student. The supplemental teacher should work with counselors, VREs, etc. to provide assessment information, suggestions for instruction and modification, tips for employment preparation, helpful materials, and employment leads.

By providing individualized instruction, the supplemental professional teacher makes it possible for the students from special populations to succeed in an integrated classroom. The students remain in the classroom, shop, or lab with students they will later be required to compete or collaborate with in the workforce.

Source

Support for Vocational Students of Special Populations. A Manual for Supplemental Professional Personnel. Missouri Department of Elementary and Secondary Education.

VOCATIONAL EVALUATOR

Description

A vocational evaluator (VE) specializes in the administration and interpretation of vocational assessment instruments used in a formal vocational assessment. The VE uses specific training in areas such as standardized testing, work samples, job modification, and task analysis in order to identify a student's characteristics, education, training, and placement needs. This assessment is used to determine the student's vocational potential and to develop an individual career development plan.

Based on referral information, the initial interview, and the stated purpose of the evaluation, a specific written evaluation plan should be developed with each individual. This plan should identify the questions to be answered through the evaluation, indicate how these questions will be answered, and the specific person (staff, family, etc.) who will be involved in carrying out the plan. There should be evidence that these individuals are aware of their role in carrying out this plan. This plan should periodically be reviewed and modified as necessary.

Vocational assessment is a comprehensive process that systematically uses real or simulated work experiences for assessment and vocational exploration. The purpose of evaluation is to provide direction that guides the individual toward vocational preparation and ultimately to appropriate occupational placement. Vocational assessment constitutes a holist approach that considers many factors that may influence an individual's total career development. Among the factors are interests; abilities; self-concept; social maturity; economic levels; and physical, mental, or emotional disabilities.

The VE conducts two types of assessment: basic and comprehensive. Basic assessment consists of reviewing and analyzing information related to the student's academic ability, interests, and learning preference. Every identified special populations student should participate in the basic assessment process. Two primary outcomes of the basic assessment are the development of an individualized career and vocational education plan, and/or the determination that more comprehensive vocational assessment is needed. Comprehensive assessment consist of observing, assimilating, and interpreting the student's performance on various "hands-on" work samples, psychometric tests, situational assessment, or job/shop explorations.

A vocational evaluator uses any of the following methods to evaluate special populations students:

> ***Prevocational evaluation***: an assessment process conducted prior to work or training to determine if an individual has the ability to develop and to maintain work skills and related work behaviors.
>
> ***Psychometric testing***: testing using standardized instruments (paper and pencil tests and performance tests) to provide a quantified assessment of cognitive, psychomotor, and effective traits of individuals.
>
> ***Work sample analysis***: an analysis of jobs tasks or traits related to a specific area of work. Work samples should be standardized as to layout, instruction, and scoring.
>
> ***Job analysis***: a systematic procedure for gathering information about what workers do in performing their jobs. The procedure involves identifying the work tasks, traits, environmental conditions, and other relevant information such as physical demands, aptitudes, temperaments, and training. It also includes analyzing vocational training areas to determine skills needed to succeed.

Vocational interviewing: the method for obtaining and providing information about an individual's vocational, educational, and social background, primarily for the purpose of vocational evaluation planning and vocational exploration. Attitudes, values, and interests pertaining to these areas are also considered relevant information.

Situational assessment: procedures for observing, recording, and interpreting job performance and work-related behaviors.

Learning style assessment: assessing individual learning style and the methods under which the individual most effectively learns. This information is used to recommend appropriate behavior change and/or teaching techniques.

Functional living skills assessment: assessing an individual's ability to function independently in various life situations. The functional skills include, but are not limited to activities of daily living, money management, community mobility, and the ability to use community resources.

Evaluation activities should be developed and administered to fulfill local needs. The range and scope of the evaluation services should be sufficiently comprehensive to assess or obtain information concerning physical and psychomotor capacities; intellectual capacities; emotional stability; interests, attitudes, and aptitudes; personal, social, and work histories; achievements (education and vocational); work skills and work tolerance; work habits (punctuality, attendance, concentration, personal hygiene, and money management); job-seeking skills; and assessment of the most effective mode of understanding and responding to various types of instructions. Evaluation data should be supplemented by personal interviews and behavioral observations.

Appropriate adaptive assessment tools and methods should be used wherever possible with individuals having sensory, physical, communication, or other functional impediments (visual, hearing, speech, orthopedic, language, cultural, or learning disabilities) that might invalidate otherwise standardized procedures.

For each individual served in vocational evaluation, a written functional evaluation report should be prepared, properly interpreted to the individual, and disseminated in a timely fashion to the program manager, referral source, and other appropriate agencies or individuals. Reports generated from formal vocational evaluations should be incorporated into the student's diagnostic summary and used when developing IEP goals and objectives. Assessment results for students are usually given to the counselor and should assist in the development of an Individualized Vocational Education Plan (IVEP).

Source

Missouri lincfact "Support Personnel for Students with Special Needs." University of Missouri.

Vocational Assessment Training Manual: Vocational Assessment Services for Special Needs Students. Division of Vocational Education, North Carolina Department of Public Instruction. Raleigh, NC.

Vocational Teacher Aides

Description
Vocational Teacher Aides may provide assistance to professional personnel. The aide assists the regular vocational teacher in the instructional process by reinforcing the instruction provided by the teacher, monitoring students at work stations in a laboratory, assisting instructors in supervising and monitoring the progress of students, and providing assistance in competency testing. The specific responsibilities may vary depending on the nature of the course, the students enrolled in the course, and/or the expertise/education of the aide. While not a teacher, the aide can enhance the instructional process.

Source
Missouri Vocational Administrative Planning Guide. Missouri Department of Elementary and Secondary Education.

Missouri ;lincfact. "Support Personnel for Students with Special Needs." University of Missouri-Columbia.

Tutors

Description
Tutors may assist postsecondary and adult students who are members of special populations in successful completion of a vocational education program.

Source
Missouri Vocational Administrative Planning Guide. Missouri Department of Elementary and Secondary Education.

Interpreters for the Deaf

Description
Interpreters for the deaf may assist deaf students in the successful completion of a vocational education program by assisting with vocabulary development, testing, demonstrations, and lectures.

Source
Missouri Vocational Administrative Planning Guide. Missouri Department of Elementary and Secondary Education.

Readers and Note Takers

Description
Readers and note takers may assist students who are members of special populations in successful completion of a vocational education program by assisting in taking class notes or helping read materials.

Source
Missouri Vocational Administrative Planning Guide. Missouri Department of Elementary and Secondary Education.

Advisory Committees

SPECIAL POPULATIONS ADVISORY COMMITTEE

Description

Local education agencies (LEAs) that operate vocational education programs and receive state and federal vocational education funds are required to establish and maintain an advisory committee for vocational education. Additionally, advisory committees may be established for (a) vocational program areas, (b) the school, (c) the community, and (d) the region in which the LEA is located. Advisory committees must be composed of representatives of the general public, including at least one representative of (a) business, (b) industry, and (c) labor. In addition, local committees must have appropriate representation of both genders and an appropriate representation of the racial and ethnic minorities found in the area that the committee serves. Local advisory committees must advise the LEA on: (a) current job needs, (b) the relevance of programs being offered to meet current job needs, and (c) developing the LEA annual application for vocational education funding. It is appropriate for LEAs to retain a current roster of all advisory committee members and to maintain a file of minutes of advisory committee meetings.

The advisory committee is organized to support programming for the continuation of services for students from special populations. Suggested specific functions for an advisory committee include:

- Identify current vocational programming needs,
- Supply job information,
- Provide curriculum advice,
- Assist in developing student selection criteria,
- Encourage student organization involvement,
- Plan strategies for student placement in the world of work,
- Foster promotion of students with disabilities in vocational education,
- Identify and adapt equipment,
- Plan strategies to recruit and serve students with disabilities, and
- Identify services/resources available and applicable for transition from school to work or further education.

Current regulations state that advisory committees must be representative of the total school service area. Members may be selected to represent:

- Geographic sections of the school service area;
- A variety of business and industry representatives, particularly those predominant in the area;
- Both labor and management;
- Parents of vocational education students;
- Former vocational students;
- Various age levels;
- Different educational levels; and
- Both male and female students from special populations, as well as racial and ethnic minorities found in the area served by the program.

The size of the committee should be considered, as those with more than 15-18 people become ineffective as it is difficult for any individual to make a significant contribution in a large group. A committee of 9-12 persons constitutes a good working group.

An advisory committee should never be organized unless its advise is earnestly sought with the intent to implement. Individuals willingly devote valuable time to serve on advisory committees, as long as their ideas will be considered and appreciated. The following criteria are useful in selecting individuals to serve in an advisory capacity:

- The individual must be willing to serve,
- The individual must have expertise and interest in the area of concern,
- The individual must be willing to devote sufficient time to perform the necessary duties, and,
- Potential or new members should be approved by other committee members.

Advisory committee members may also be selected from:

- Vocational instructors,
- Special education instructors,
- Vocational rehabilitation representatives,
- Chamber of Commerce representatives,
- Special interest groups (i.e., Association of Retarded Citizens),
- School administrators,
- City departments (i.e., Health),
- Local employers,
- Employment security, and
- Community social service agencies.

Source

Vocational Resource Educator Handbook. Missouri Department of Elementary and Secondary Education.

Missouri Vocational Administrative Planning Guide. Missouri Department of Elementary and Secondary Education.